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| **Schedule** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading**  **Workshop** | Unit Lesson #1 – Introduction and read “Dear Juno” story. Mini lesson on good interviews. Creating family interview together. Take home for homework. | Unit Lesson #2 – Read “The Keeping Quilt”  Discuss text-to-text connections with first book.  Mini lesson on primary sources.  Analyze sources students brought in. Organize family tree. Take home family tree to fill any missing information. | Finalize copies of family trees.  Read “Me and My Family Tree”  Mini Lesson on making connections to self from book.  Have students begin to discuss the set up for class culture book. Class makes decisions on how book will be organized. | Read “The Name Jar” and discuss the importance of our names. Discuss how our name teaches us about our family. Have student’s journal about their names, how their families named them, and if their name shows their culture/family history. Begin to construct class culture book. | Have students pick a book from the class library, read the descriptive information on the back of the book. Mini Lesson on summaries. Have students collectively write a summary of our culture book.  Discuss and vote on title of class culture book.  Have students add their completed family tree and self-portraits to the class culture book. |
| **Recess** |  |  |  |  |  |
| **Writing Workshop** | Students will watch a Brain Pop video on writing a friendly letter. Shared writing – writing letter to find out information about family. Students will write a letter to their own grandparents. | Brainstorming mini lesson. Have students brainstorm for ideas on their family narrative. Journal in writer’s workshop notebooks one thing they learned about their family. | Unit Lesson #3  Create timeline of their life. Read my personal family narrative.  Mini lesson on good narratives.  Students will begin writing narrative.  Complete first draft of family history narrative. | Mini Lesson on editing and revising.  Continue work on family history narrative.  Teacher will hold writing conferences with students to work on revisions and editing. Have students begin final draft if ready. | Have students continue writing if needed. Complete final copy of narrative. Final writing conferences with students to check narratives.  Allow students to share stories with class. Have students add narrative final copy to culture book. Mini Lesson on presenting/reading family narrative in front of audience. |
| **Lunch** |  |  |  |  |  |
| **Math** | Review different types of graphs. Have students identify bar graphs, scatter plot graphs. Take class survey of the number of family members that live at home. (Modeling survey taking) Choose graph that would best show the data. Have students practice graphing this data together. (Shared math) | Go over graphs and gathering data for graphs. Have students create a survey to poll their family on their ages. Discuss graphs and how they should be set up. (What information should go on the X-axis, y-axis). Model graph making of the ages of my family members. | Have students use age surveys to create bar graphs. Build entire graph using graph paper, adding information discussed in the previous class. Allow students to switch graphs with a partner. Have them write down the interpreted data they gather from a friend’s graph. Have students display their graphs on a bulletin board. | Begin by presenting the students with a word problem on the birth year of a family member(grandparent). In groups, have the students figure out ways to figure out the family members age. Have students show on poster paper how they figured it out. Present method to the class, and have students figure out the age of one of their grandparents. Show in math notebook. | Have students use the ages they found for their grandparents. On the opposite side of the poster (each student will have their own section), have the students figure out the difference in their age to their grandparent. Have them show how they figured it out as well as represent it graphically as a group. |
| **Social Studies** | Lesson on maps of World and United States. Discuss legends and regions on maps. For homework, have students find out where families have come from. | Bulletin board activity: Have the students mark the areas in which they have lived on U.S. and World map with red pushpins and name labels. Then mark where their families come from with blue pushpins. Discuss what they can learn about their families from this activity. Have them journal questions they have about the area they will research. | Have students choose one area that they marked on maps to help them begin research on those locations. Mini lesson on use of encyclopedia and other research methods. Mini Lesson on information they should look for and gather. Have students create a graphic organizer to take notes while researching areas where their families are from. Begin Research. | Have students continue research on locations. Mini lesson on creating an informational poster about their chosen area. Using graphic organizer, have them begin their informational poster. (Social studies on one side/science on the other)  (Rubric created from student discussions.) | Have students complete the poster on the place they have chosen.  Have group sharing period.  Discuss the connections between the place they chose, culture, and their family traditions.  Have students complete a journal entry on what they have learned from this activity. |
| **Science** | Watch Brain Pop video on weather. Discuss that different places have different weather. Have students compare and contrast through drawings different weather that they have experienced in two different places. | Use marked map from social studies to discuss differences in environment where their families are from. Discuss how people have to change (adapt) to their environment. Have students draw a picture of what they do to adapt to the weather/environment in different places. Journal on what they have learned. | Have students look at the one area that they have chosen for research. Mini lesson on what scientific information we can find in our research of our places. Have students discuss what important information that they can find about their area that affects the culture. (weather/environment effect on people, crops, and animals) Have them add to social studies research project. | Mini Lesson on taking notes/writing down important data for research.  Have students begin research on different aspects of area. (Weather/Crops/  People/Animals) Allow students to use many different sources to include encyclopedias and the internet. Have them add relevant information to their informational poster. | Have students finalize research and informational poster. Allow students to share their social studies side as well as their science side. Have the students journal on some aspects of how environment influences culture (food/dress/housing, etc.) |
| **Specials** | Computer Lab:  Have students type their letter to their grandparents. Have students practice letter writing on the PBS website. (Friendly letter) | PE:  Have students learn different cultural dances based on the cultures represented in the classroom. | Music:  Have students sing songs that are a tradition in their family to sing together. Are they a representation of your culture? Have students journal on the song they sing | Art:  Have students work on a self-portrait or family portrait (painting). Discuss how their portrait of themselves is influenced by their family. Discuss the colors they used and how that represents them. Have them bring this back to class to add to class culture book. | Language:  Have students learn words from languages represented in our classroom. Have students journal/draw a picture using the new words they have learned. |